

**THIRTY-SIXTH ANNUAL REPORT**

**OF THE**

**COLUMBIA INSTITUTION FOR THE DEAF AND DUMB**

**TO THE**

**SECRETARY OF THE INTERIOR.**

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**1893.**

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**WASHINGTON:  
GOVERNMENT PRINTING OFFICE.  
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# COLUMBIA INSTITUTION FOR THE DEAF AND DUMB.

## OFFICERS OF THE INSTITUTION.

*Patron.*—GROVER CLEVELAND, President of the United States.  
*President.*—EDWARD MINER GALLAUDET, Ph. D., LL. D.  
*Secretary.*—JOHN B. WIGHT, Esq.  
*Treasurer.*—LEWIS J. DAVIS, Esq.

*Directors.*—HON. EDWARD C. WALTHALL, Senator from Mass.; HON. WILLIAM L. WILSON, M. C. from West Va.; HON. NELSON DINGLEY, JR., M. C. from Me., representing the Congress of the United States. HON. HENRY L. DAWES, of Mass.; HON. JOSEPH R. HAWLEY, of Conn.; Rev. BYRON SUNDERLAND, D. D.; HON. JOHN W. FOSTER; HON. J. RANDOLPH TUCKER; JAMES C. WELLING, LL. D.

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*President and Professor of Moral and Political Science.*—EDWARD M. GALLAUDET, Ph. D., LL. D.  
*Vice-President and Professor of History and Languages.*—EDWARD A. FAY, M. A., Ph. D.  
*Emeritus Professor of Mental Science and English Philology.*—SAMUEL PORTER, M. A.  
*Professor of Natural Science.*—REV. JOHN W. CHICKERING, M. A.  
*Professor of Mathematics and Chemistry.*—JOSEPH C. GORDON, M. A.

*Professor of History and English.*—J. BURTON HOTCHKISS, M. A.  
*Professor of Mathematics and Latin.*—AMOS G. DRAPER, M. A.  
*Instructor in Mathematics.*—CHARLES R. ELY, M. A.  
*Instructor in Gymnastics.*—ALBERT F. ADAMS, B. A.  
*Instructor in Drawing.*—ARTHUR D. BRYANT, B. Ph.

## DEPARTMENT OF ARTICULATION.

*Professor in Charge.*—JOSEPH C. GORDON, M. A.

## ASSISTANTS.

*Normal Fellows.*—SETH W. GREGORY, B. A., Beloit, Wis., 1893; HARVEY P. GROW, B. A., Western Maryland, 1893; BARTON SENSENIG, B. S., Haverford, Pa., 1893; MARCUS P. MCCLURE, B. A., Parsons, Iowa, 1893.

*Instructors.*—MARY T. G. GORDON, KATE H. FISH, CHARLES R. ELY, M. A.  
*Normal Student.*—EMMA POPE, Maryland.

## FACULTY OF THE KENDALL SCHOOL.

*President.*—EDWARD M. GALLAUDET, Ph. D., LL. D.  
*Instructors.*—JAMES DENISON, M. A., Principal; MELVILLE BALLARD, M. S.; THEODORE A. KIESEL, B. Ph.; SARAH H. PORTER.

*Instructors in Articulation.*—MARY T. G. GORDON, KATE H. FISH.  
*Instructor in Drawing.*—ARTHUR D. BRYANT, B. Ph.

## DOMESTIC DEPARTMENT.

*Supervisor and Disbursing Agent.*—WALLACE G. FOWLER.  
*Attending Physician.*—D. K. SHUTE, M. D.  
*Consulting Physician.*—N. S. LINCOLN, M. D.  
*Matron.*—Miss ELLEN GORDON.

*Associate Matron.*—Miss SARAH D. GIBSON, B. S.  
*Master of Shop.*—ALMON BRYANT.  
*Farmer and Head Gardener.*—EDWARD MANGUM.

# REPORT

## OF THE

### COLUMBIA INSTITUTION FOR THE DEAF AND DUMB.

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COLUMBIA INSTITUTION FOR THE DEAF AND DUMB,  
*Kendall Green, Washington, D. C., October 14, 1893.*

The pupils remaining in this institution the 1st of July, 1892, numbered 80; admitted during the year, 34; since admitted, 26; total, 140. Under instruction since July 1, 1892, 93 males; females, 47. Of these, 83 have been in the collegiate department, representing twenty-three States, the District of Columbia, and Canada, and 57 in the primary department.

A list of the names of the pupils connected with the institution since July 1, 1892, will be found appended to this report.

#### HEALTH.

No serious cases of illness have occurred among the pupils during the year. Excellent health has been the rule, exceptions to which have been slight.

#### COURSE OF INSTRUCTION AND LECTURES.

No essential change has taken place in the general course of instruction since 1887, when, in our thirtieth report, a detailed statement of the branches taught in both school and college was published.

During the year special lectures have been given as follows:

#### IN THE COLLEGE.

The History of a Notable Family in Italy, France, and America, by President Gal-  
laudet.

Industrial and Technical Instruction in Europe, by Prof. Gordon.

The Functions of Banks, by Prof. Porter.

A Lump of Coal, by Prof. Chickering.

#### IN THE KENDALL SCHOOL.

Statesmen of the Civil War, by Mr. Ballard.

Rambles in Germany, by Mr. Kiesel.

A Trip Down the Ohio and the Missouri, by Mr. Tilton.

Great Clans and Little Clans, by Mr. DeLong.

An Episode in the History of Texas, by Mr. Rives.

Napoleon Bonaparte, by Mr. Stewart.

Death of Gen. Custer, by Mr. Brown.

Frederick the Great, by Mr. McIlvaine.

A Trip to Europe, by Mr. Stafford.

Rudder Grange, by Mr. Seaton.

#### CHANGES IN THE CORPS OF OFFICERS.

Miss Margaret Allen, who for eighteen years has filled acceptably the position of assistant matron, resigned her office in June last.

Miss Allen's long and faithful service in the institution, and her unvarying amiability of disposition, had secured for her the most friendly regard of all her associates and of the many young people who had been under her care as students and pupils.

As an evidence of this regard Miss Allen's friends presented her with several pieces of silver on the closing day of the term. The best wishes of her associates and friends follow her into the restful retirement she so well deserves.

Miss Sarah D. Gibson, of Indiana, a graduate of Monmouth College, who has filled with success and honor the position of matron in the Wisconsin and Illinois institutions for the deaf, has been appointed associate matron and entered upon the discharge of her duties in September.

#### DEATH OF HON. WILLIAM E. NIBLACK.

The management of the institution sustained a grievous loss in May last through the death in Indianapolis of Hon. William E. Niblack, who had been for nearly twenty years continuously a member of the board of directors of the institution.

Judge Niblack was appointed as a director on the part of the House of Representatives in January, 1874, by Hon. James G. Blaine, who was then Speaker. He served in that capacity until March, 1875, when, on his retirement from Congress, he was elected a corporate director, which office he held up to the time of his death.

Judge Niblack's services on the board were most valuable and helpful to the institution, both while he was a member of Congress and afterwards. His interest in extending the benefits of collegiate education to the deaf of the whole country was always most earnest, and he advocated liberal appropriations by Congress for the college several years before he had any direct share in its management.

During the later years of his life Judge Niblack, though often suffering from ill health, made it a point of duty to attend meetings of the board at least once a year, and endeared himself to all connected with the institution by the warm regard he manifested on such occasions for those who were doing the work of the institution as well as those who were the objects of its care.

Judge Niblack will be long remembered here as a most faithful and efficient advocate of the cause of the deaf in Congress, a wise and liberal counsellor in the board of directors, and as a kind and loving friend.

By his associates on the board he will be especially missed and mourned.

#### PUBLIC EXERCISES OF PRESENTATION DAY.

The annual public exercises of the college took place on the 26th of April.

The Rev. Samuel Van Vranken Holmes, assistant pastor of the First Presbyterian church, offered prayer, and the essays of the graduating class were as follows:

#### ORATIONS.

The Ideal Man, Robert Merriwether Rives, Texas.

Architecture, Philip Herbert Brown, New York.

Perils to Our National Life, John Addison McIlvaine, jr., Pennsylvania.

Success in Business, Charles Drake Seaton, Illinois.

Civilization, Liberty, and Law, James Mulford Stewart, Michigan.

The Social Discontent, Harvey Daniel DeLong, Pennsylvania.

National Ownership of Railroads, Henry Lathrop Stafford, Michigan.  
 Æschylus and Shakespeare, William Emily Tilton, Illinois.  
 The Intellect of Woman, Agatha Mary Agnes Tiegel, Pennsylvania.

## DISSERTATIONS.

The Policy of Cardinal Richelieu, Gurney Yearick Hosterman, Pennsylvania.  
 The Future of Canada, Michael Madden, Tennessee.  
 The New South, Alton Odum, Tennessee.

Candidates for degrees recommended by the faculty were presented to the board of directors, as follows:

*Degree of Master of Arts (Normal Fellows).*—Percival Hall, B. A., Harvard, 1892; John F. Bledsoe, B. A., Howard, Ala., 1892; Andrew P. McKean, B. A., Williams, 1892; Tunis V. Archer, B. A., Hanover, Ind., 1892.

*Degree of Bachelor of Arts.*—Philip Herbert Brown, Harvey Daniel DeLong, Gurney Yearick Hosterman, John Addison McIlvaine, jr., Alton Odum, Robert Merriwether Rives, Charles Drake Seaton, Henry Lathrop Stafford, James Mulford Stewart, Agatha Mary Agnes Tiegel, William Emily Tilton.

*Degree of Bachelor of Science.*—Michael Madden.

*Normal Students, 1892-'93.*—Delia Bartoo, Illinois; Thomas S. McAloney, Belfast, Ireland.

In presenting the candidates for degrees the president of the college spoke of the continued success of the new features of the last year, the normal department and the department of articulation.

He also alluded to the interesting fact that Miss Tiegel, of western Pennsylvania, was the first young woman to receive the degree of B. A. from the college, and that in a class of twelve, the largest yet graduated. She outranked all her classmates in scholarship. The president of the college then introduced President Gilman, of the Johns Hopkins University at Baltimore, who delivered the following address:

## PRESIDENT GILMAN'S ADDRESS.

I remember to have heard it said by the Hon. James Brooks (for many years a member of Congress from the State of New York, and one of the directors, I am reminded, of this institution), that there would be no more good speaking in Congress, for everybody who stood there was not only conscious of the audience before him to whom his remarks were directed, but likewise was mindful of the stenographer taking down every word, including every slip; but that, he continued, is not the worst of the situation; the speaker can hear the click of the telegraph and he knows that a condensation of what he says is being telegraphed all over the land, and that he shall find it in the evening newspaper when he leaves the Capitol.

I am under a similar embarrassment.

As I speak I can not escape the consciousness that a sort of "dumb crambo" is going on [laughter] close by me in which you are very much more interested than in what my lips may utter. [Laughter.]

We have been reminded that this is "Presentation day," and by this historic term, my thoughts have been carried a good way back. I happened, this morning, to notice an account of how they managed things at Harvard College in 1693—two centuries ago.

I found that the "overseers" on the corporation solemnly came together and reached this important conclusion on the subject of college education. It was then and there decreed that the senior class, the "commencers," as they were termed, of Harvard College, "should not have plum cake." [Laughter.] This was a luxury, even in those days, and it was necessary for the authorities to intervene and protest, partly because of the expense which would fall upon the parents, and partly because "it was not graceful to wise men." [Laughter.]

You will not get any plum cake therefore on this occasion, for I should not dare to violate so old a tradition. [Laughter.]

The remark that this is "Presentation day" makes me remember that almost all of our college terms go a good way back. "Commencement" is a very old term. "Professor" is as ancient as the days of Greece. The phrase, "a liberal education," was used with fitness by the first speaker, to whom, shall I say, we "listened" or, whom we "witnessed" [laughter], in the early part of this hour?

It was also employed by the young lady who read the closing essay. Now, this phrase, "liberal education," is likewise a very old one. It has lately been traced

back by Thomas Davidson, in his life of Aristotle, through the various stages by which it has come down to us from the remote antiquity. Dante, for example, summed up the liberal arts which constitute a liberal education, and found a counterpart in the heavenly bodies for each one of them, and pointed out their spiritual significance as dominions and powers and principalities governing the spiritual nature of man. But the phrase goes farther back than Dante.

You may trace it to the ancient Romans, even to the days of the Greeks, and possibly the mediæval writer is correct who says that the idea of seven liberal arts is taken from the book of Proverbs, where we read that "Wisdom has builded her house, and has hewn out the seven pillars thereof."

It is noteworthy that while the phrase "liberal education" is so familiar and the phrase "the liberal arts" is hallowed with so great antiquity, we are all the while discussing the principles of collegiate education.

It is so at any rate in the institutions with which I have been connected. It is so I believe in every active circle at home or abroad. The whole world seems to be taking up afresh, at the end of the nineteenth century, the question of how can we modify and improve the elements of a liberal education.

Not long ago the authorities of Harvard made a protest, which attracted attention throughout the land, because students entering Harvard did not know how to write the English language, and they published facsimiles of the answers given by various young men as they came up for admission in reply to the inquiry as to their training in the mother tongue. The pamphlet made a great sensation, but no sooner did it appear that the college authorities were throwing the blame upon the secondary schools than some secondary school-teachers came out and said that the blame rested with the primary schools. Pretty soon we had the primary school-teachers saying "the fault is not ours, it is the fault of the parents."

I know every parent will say that the fault is with the grandparents [laughter]; and so we shall trace it farther and farther backward until we get to Father Adam himself. Beyond, there is no farther. [Laughter.]

Meanwhile we shall be involved in an everlasting discussion as to which has the most influence on mankind, heredity or environment; what he receives from the past or what he gets from the present.

I must not, however, be diverted from my purpose, which is to arrest the attention of the friends of this college, and of the friends of other colleges, to the thought that we must never lose sight of the great idea of "liberal" education. It is not antagonistic to useful education, nor are the liberal arts opposed to the useful arts. The two go hand in hand, because there is no utility without enjoyment, and but little enjoyment without utility. A man can not cultivate all of the powers of his mind without being prepared for the emergencies of life. He will never be prepared to enjoy full mental freedom unless he has trained all the powers which God has implanted in him.

So we must look out, in our own plans for education and our mutual recriminations, the higher school blaming the lower and the lower blaming the higher, that we maintain the spirit of liberal culture; everyone of us should learn how to observe closely; everyone of us should learn how to classify his knowledge. Everyone of us should learn how to remember tenaciously that which he has acquired; everyone of us should be able to express his ideas with clearness and everyone should have a trained judgment; and these are the five ends for which a liberal education is provided.

If you ask what are the liberal arts by which we acquire this education, let me remind you that it is important to master our own tongue first, in order that we may communicate with one another; next we must understand the society in which we are placed—all the manifold social circumstances by which we are surrounded, including especially the characteristics of our Government; next we must become familiar with the phenomena, processes, and laws of nature; then we must learn something of other tongues and of other times, so that we may derive from the past the lessons of antiquity and gather from distant places the instruction they may bestow; and finally, we must learn something of the great literatures of the world, and seek for glimpses of the things beyond this world which we get from reason and revelation.

This liberal education, then, is to be acquired only by great efforts. I suppose if any one of us should attempt to make his own methods applicable to his neighbor he would find the task impossible. No one exists who does not have some obvious limitation, some conscious defect. You have only to read the lives of great men to see how this is. Take, for example, the life of Darwin, one of the wisest and greatest of modern scientific men, and see how he lost the love of poetry and romance which in youth he had enjoyed. Look at others, and you will see that they are equally blind in other directions. Ralph Waldo Emerson could not endure the study of mathematics, and James Russell Lowell did not go through the ordinary curriculum

without breaking away from its channels and wandering through the fields of literature.

When the National Academy of Sciences was here the other day, I am told, a gentleman, whose face I see before me, interested the society beyond measure in his story of the education of Helen Keller and of the methods by which she was taught to communicate with other persons. Her case is an example of one of the most wonderful achievements of modern education. I do not think there is anything in the world to equal it. But I venture to tell you another story in this connection, which is probably not quite so familiar, though perhaps you have heard of it. It is the story of Arthur Kavanaugh, an Irishman of position and family, born without arms and legs, having only the stubs thereof, who by the force of his will, and by the skill of those who were placed over him, developed almost all the powers of a normal man.

Indeed, he went beyond most of us; he went into society, carried by his servants; rode on horseback, in a basket prepared for him; was a wide traveler, going far beyond the ordinary range of travelers, prosecuting his journeys into Persia and Egypt, everywhere enjoying what he saw. Not only that; he became extremely skillful in the many arts; he was able to fire his gun with extreme accuracy, and could guide his horse, but he did not simply indulge in travel and sport; he became a good lawyer; entered Parliament and took part in the debates; wrote a book, and came home to his estates where he was a judge and dispenser of justice in local disputes.

That is a splendid illustration of what the force of will, when rightly guided and strengthened, may accomplish. It ought to be inspiring to the teacher of youth everywhere. No matter what limitations may be found in any case, help on the youth. If you only find the response of a strong will, results most satisfactory are sure to follow.

There is a phrase of Mr. Lowell's so appropriate to an occasion like this that I will quote it. Speaking of liberal education, or rather liberal arts, he says that "Everyone must serve his apprenticeship before becoming a free brother of the guild which passes the torch of life from age to age." That is indeed so. By the liberal arts we pass through an apprenticeship that makes us free brothers of the guild that passes the torch from age to age. It is to this free brotherhood, to this guild which will hand down the ideas of the past to those who come after us, that these young men, and this young lady, now presented for their degrees, may be heartily welcomed. To-day they enter the company of scholars; they commence to-day the academic career. And you, their teachers and curators, and you, the honorable president of this institution, may formally admit them to membership in this great, this enduring, this beneficent guild. [Applause.]

One word more before I sit down, regarding the progress of this institution. I must assure its instructors and its directors of the very great interest with which their proceedings are watched by all Americans who care for progressive education.

As I read from time to time its reports, as I confer from time to time with those concerned in its management, and as I see results accomplished here, I regard this institution as one of the most important, most useful, and most progressive in all our land. [Applause.]

I hope it will forever be sustained with the liberality which it deserves.

I particularly rejoice in two or three changes which have occurred since I was last here. Women are now admitted fully to its advantages, and I am extremely glad, as I have no doubt you have been, to hear that the young lady who graduates to-day stood on a perfect equality with the most advanced students among the young men. Young women always excel where they have equal advantages in academic careers. [Applause.] Of this there is no doubt at all. [Applause.]

Again I rejoice that this institution has what are termed normal fellowships, an arrangement by which persons of some maturity of character and thought, and of varied acquisitions can be trained for higher work, whether we call them post-graduates, or fellows, or by some other term. The fact that so many are intending to devote their lives to the instruction of deaf mutes, in this land or abroad, is most encouraging; it is a great step forward. Finally I have been amazed as I have been sitting here to see the students come up and address us with the lips; certainly it is a wonderful thing if those who are deprived of the ordinary hearing can be enabled to speak, to master the power of utterance, come before an assembly with composure, and utter with clearness even a few words to those within the sound of the voice.

One young man who addressed the company spoke nearly, if not quite, as distinctly and clearly, and as well as an ordinary speaker. I certainly think that these marks of progress are most admirable.

I congratulate you, ladies and gentlemen, that we have been allowed to see with our own eyes and hear with our own ears these signs of advancement in this great institution. [Applause.]



The exercises were closed with the benediction by Rev. Thomas Gal-  
laudet, D. D., rector of St. Ann's Church for deaf-mutes, New York City.  
At the close of the academic year degrees were conferred in accordance  
with the recommendations made on presentation day.

The precedence in scholarship, which in April was given by the rec-  
ord to Miss Tiegel was at the end of the college year in June accorded  
to Mr. DeLong.

#### PUBLIC SPEAKING BY THE DEAF.

All but one of the members of the graduating class whose essays  
were read to the audience, and these were nine in number, addressed a  
few clearly intelligible words orally to the guests on the platform as  
they came forward.

The one who did not speak was quite able to do so, but asked to be  
excused on account of a natural timidity he could not overcome. One  
of the class, Mr. Tilton, of Illinois, delivered his entire oration orally  
in a voice that was heard and understood in all parts of the hall. Mr.  
Tilton became totally deaf in his early boyhood, and, after having been  
a short time in a public school, entered the Illinois Institution for the  
Deaf and Dumb, where he was a pupil for seven years. Graduating  
from the Illinois institution in 1888 he immediately entered the intro-  
ductory class in our college, and has been a student here for five years.  
Both in Illinois and at Washington Mr. Tilton has had instruction in  
speech with a view to preserve unimpaired his power of vocal utterance.  
These efforts have been so entirely successful that few persons hearing  
him speak would think of his being a deaf man.

Mr. Tilton's case is alluded to thus particularly because it is persist-  
ently claimed and asserted by promoters and friends of the oral  
method of educating the deaf that to place a child, situated as Mr.  
Tilton was when he became deaf, in a school where the sign language  
is used will certainly lead to the impairment and probably to the loss  
of his vocal powers.

The public should know that these views are held and advanced only  
by those whose experience as teachers of the deaf is limited to the nar-  
row field of a single method. Others who have the wider view, which  
comes from a knowledge of all the methods that are found to be of serv-  
ice, are perfectly well aware that the fears above referred to are with-  
out foundation.

Furthermore, they have learned that deaf children and youth secure  
distinct advantages in the way of mental development and power of  
thought and expression through a considerable use of the language of  
signs during their school life, advantages from the lack of which those  
to whom the use of signs has been denied are often found to suffer  
seriously in comparison with the others. Mr. Tilton's experience is by  
no means singular.

In the college and in the schools of the country in which, as in it the  
combined system is maintained, large numbers of children and youth  
who have acquired speech before becoming deaf are constantly to be  
found whose power of vocal utterance is, with a very moderate amount  
of care, easily and fully maintained, and even considerably improved.

#### THE DEPARTMENT OF ARTICULATION.

Instruction in speech has been continued in both school and college  
with increasingly satisfactory results. The system of classification

fully detailed in our last annual report has been continued. Every student and pupil is offered instruction, and only those are excused from work in this department who can without doubt occupy their time to better advantage with other things. Three students only in the college were so excused, and two of these were under instruction in speech for a part of the year. In the Kendall school only three pupils were without instruction in speech, and those will receive such teaching later on.

Among the college students there were seven who were born deaf, or who lost their hearing in very early childhood, who were absolutely without speech at the beginning of last year who, during the year, made remarkable advances in gaining control of their hitherto untrained vocal organs. One of them, who will not return, gained enough speech in his single year's training to enable him to converse at home with his family and to make oral utterance his means of communication in business. In this connection it ought to be said that friends of our students must not expect the college to do the work that should have been completed in the primary school. For those students who come to us without speech, time and strength will not suffice to secure advanced intellectual culture and also a complete mastery of speech, even where ability for the latter exists.

The main object of the college is to afford its students full opportunity for the greatest advances they can make in practical scholarship. But it is our purpose, and we are confident we now possess the teaching force necessary to this end, to preserve unimpaired to all our students whatever powers of speech and speech reading they may bring with them to the college.

Orally taught deaf persons need not have the slightest fear that in taking places in a college where the language of signs and the manual alphabet have their proper and necessary places and uses, any risk will be run of losing, even to a slight degree, their dearly bought and highly valued power of vocal utterance.

#### THE NORMAL CLASS.

This new feature of the work of the institution, begun in September, 1891, has progressed with gratifying success during its second year.

There were five young men and one young woman in the class. They all had full opportunity to become well acquainted with the manual and the oral methods and to do much practical work on both those lines in the class rooms of the college and the school.

The course of training afforded to the normal students was substantially the same as that of the first year, which was fully set forth in our last report.

#### PROPOSED TECHNICAL DEPARTMENT.

At the conference of superintendents and principals of American schools for the deaf, held at Colorado Springs, in August, 1892, a proposal for the establishment of "a National technical training school for the deaf" was presented for discussion by Mr. F. D. Clarke, the superintendent of the Arkansas institution, now superintendent of the Michigan institution.

The project was considered with favor by the conference, and a committee, consisting of Mr. Clarke, Dr. Gallaudet, of this institution; Mr. Caldwell, of Florida; Mr. Johnson, of Indiana, and Mr. Crouter of Pennsylvania, was appointed to take the matter into consideration and report at a future meeting of the conference.

This committee, through its chairman, Mr. Clarke, made a report to the conference at a special meeting held in Chicago on the 24th of July last, as follows:

Whereas a committee appointed by the conference of principals at Colorado Springs in 1892 has had the subject of the technical and manual training of the deaf under consideration the past year, and has reported that the establishment of a separate school for this purpose at this time is impracticable, and that there does seem to be a chance to get a sufficient appropriation from Congress to establish a department in the National Deaf-Mute College for the higher technical education of the deaf: Therefore

*Resolved*, That the establishment of a department for the technical education of the deaf at the National Deaf-Mute College is very much to be desired for the good of all the deaf in America.

*Resolved*, That this conference earnestly request the directors and faculty of the college to establish a technical department, and to apply to Congress for a sufficient appropriation to meet the expense of such a department.

*Resolved*, That we pledge ourselves to aid in the establishment of this department in every way we can.

*Resolved*, That the secretary of this conference be requested to send a copy of these resolutions to the college authorities.

The resolutions were unanimously adopted by the conference, and on motion of Dr. Noyes, of Minnesota, it was voted—

That the secretary be requested to send a copy of the above resolutions to all the superintendents and principals of schools for the deaf in the United States, and that they communicate with their Senators and Representatives in Congress upon this important matter.

The faculty of the college, after a full consideration of this project, at a recent meeting unanimously voted: That the president be authorized to communicate to the board of directors their approval of the request of the conference of principals in regard to the establishment of a technical department, and their belief that such a department would be of great service to many of the deaf.

The following communication has been received from the alumni association of the college:

OCTOBER 12, 1893.

*To the President and Board of Directors of the Columbia Institution for the Instruction of the Deaf and Dumb, Washington, D. C.:*

GENTLEMEN: As a committee representing the alumni association of the National Deaf-Mute College, we respectfully present to the consideration of your honorable body the accompanying preamble and resolution, adopted by the alumni association at a meeting held in Chicago, Ill., on July 21, 1893:

"Whereas there has been wide public expression of opinion in favor of the establishment of a technical school for the higher manual training of the deaf; and,

"Whereas the National Deaf-Mute College was originally intended to afford to the deaf of America a higher education in the full sense of the term: Therefore, be it

*Resolved*, That the alumni association of the National Deaf-Mute College, assembled in convention in Chicago, Ill., July 21, 1893, do hereby respectfully recommend to the board of directors of said college the establishment of a technical school as a department of the college."

In presenting these resolutions permit us to add that from the time of its inauguration in 1864 to the present day the college has worthily filled the high position to which, by general consent, its works have entitled it—the center of all higher education for the deaf in the world.

But the alumni feel that the tendencies of the age demand, in order that the college may attain satisfactory results in its students, that the curriculum should be broadened to include, in addition to the school of arts, a school of technical instruction, wherein would be afforded the training necessary for the application of the sciences to industrial ends. The experience of individual alumni in the open competition of life has indicated the need of such a school as a department of the college. It would certainly afford the graduates an opportunity to follow more independent, lucrative, and honorable callings than are now generally open to them; and it is as much from a consideration of this phase of the subject as the desire that the alma mater should reap the glory offered in this new field, one never before opened

to the deaf of our country, that the alumni have taken the liberty of thus presenting the subject to your attention.

In the name of the alumni of the National Deaf-Mute College,  
Respectfully submitted.

THOMAS F. FOX, 1883, *New York, Chairman,*  
DAVID S. ROGERS, 1873, *South Carolina,*  
OLOF HANSON, 1886, *Minnesota,*

*Committee.*

The subject thus presented has received our careful consideration and we are of the opinion that the proposal to add a technical department to our college is deserving of the favorable action of Congress.

There can be no question as to the great benefits which would be gained by very many youths of our country through the establishment of a school of technology for the especial benefit of persons who have the misfortune to be deaf.

It is true that a few deaf youth have entered schools of this character established for the hearing and have been profited by their connection with them.

It must be admitted, however, that in such surroundings the totally deaf student suffers many disadvantages, and in no case can he pursue his studies with the success which would be the rule in an institution where his means of communication with his instructors would be as ready and exact as though he could hear.

Opportunity to study architecture, practical chemistry, electrical and mechanical engineering, surveying, ornamental gardening and floriculture, application of art to manufactures, and other branches which might be found practicable in a technical department here, would most beneficently widen the field of possible employment to the more intelligent of the deaf of the country.

The last building erected in pursuance of Congressional action was mainly intended to provide room for a chemical laboratory and a printing office. There is, however, in this building, some space unoccupied at present, and with a moderate outlay an addition could be erected which, with the existing vacant rooms, would provide for the proposed technical department for some years to come.

The increased current expense incident to the establishment of this department would be very small compared with the cost of carrying on a separate institution; for the technical students would need much of the training now given in our college classes, and their admission to them would entail no additional expense whatever.

The additional annual cost of the proposed department would not exceed \$2,000 the first year, and would certainly not rise above \$5,000 for a number of years to come.

#### RECEIPTS AND EXPENDITURES.

The receipts and expenditures for the year under review will appear from the following detailed statement:

##### SUPPORT OF THE INSTITUTION.

###### RECEIPTS.

Balance from old account.....	\$839.46
Received from Treasury of the United States .....	61,000.00
Received for—	
Board, tuition, and room rent.....	6,563.92
Work in shop.....	378.02
Damage to grounds .....	3.00
Old carpet sold .....	3.00
Received from manual-labor fund .....	590.00
Received for hay, vegetables, and pigs sold.....	312.52
	69,689.92

## SUPPORT OF THE INSTITUTION—Continued.

EXPENDITURES.	
Expended for—	
Salaries and wages .....	\$35,474.95
Miscellaneous repairs .....	2,873.36
Plumbing, sewerage, and repairs on furnaces .....	814.34
Steam heating .....	140.64
Painting exterior and interior .....	1,102.50
Household expenses, marketing, etc. ....	3,655.06
Meats .....	4,527.67
Groceries .....	3,137.25
Bread .....	1,693.60
Butter and eggs .....	2,415.51
Medical attendance .....	270.75
Telephone rental and electric clocks .....	155.95
Furniture .....	331.83
Lumber .....	1,057.44
Dry goods .....	535.29
Gas .....	1,182.76
Paints, oils, etc .....	324.22
Feed .....	1,162.13
Printing .....	247.80
Medicines and chemicals .....	219.79
Books, stationery, and school apparatus .....	479.67
Hardware .....	431.39
Fuel .....	2,819.57
Plants and seeds .....	232.90
Blacksmithing .....	145.75
New wagon and repairs .....	363.25
Ice .....	568.59
Manure .....	200.15
Live stock .....	652.35
Harness and repairs .....	167.10
Entertainment of pupils .....	84.26
Incidental expenses .....	136.96
Crockery, etc .....	332.35
Traveling expenses, president to conference of principals in Colorado and delegation to convention at Lake George .....	183.94
Stamped envelopes .....	43.80
Potatoes .....	267.50
Lectures .....	110.00
Expense auditing accounts .....	300.00
Traveling expenses for Delaware pupils .....	17.10
Material for printing office .....	203.43
Gymnasium apparatus and clothing .....	183.00
Expense of exhibit at World's Fair .....	297.96
Balance .....	146.06

69,689.92

## ESTIMATES FOR NEXT YEAR.

The following estimates for the fiscal year ending June 30, 1895, have already been submitted:

For the support of the institution, including salaries and incidental expenses, for books and illustrative apparatus, and for general repairs and improvements, \$65,000.

For special repairs to the buildings of the institution and to complete the inclosure of the grounds, \$5,000.

For additions to the buildings of the institution, to provide additional dormitory accommodations, and rooms in which to carry on instruction in the mechanic arts and useful industries, \$30,000.

The estimate for current expenses is larger by \$2,000 than that for the current fiscal year.

The necessity for this small increase results from the operation of the law of August 30, 1890, which brings into our collegiate department a steadily increasing number of students from the States.

The amount asked for repairs and the inclosure of the grounds is absolutely necessary for the proper preservation and care of the property of the institution.

The estimate of \$30,000 for the enlargement of buildings is mainly to provide increased accommodations for our female students and pupils, the number of which is steadily growing.

The rooms available for our girls and young ladies are now overcrowded. Forty persons are lodged where not over twenty should be placed, and we have reason to expect that the number in this department will steadily increase.

It is our purpose, should the \$30,000 asked for be appropriated, to use a part of the money for the enlargement of the laboratory building for the accommodation of the proposed technical department, the scheme for which has already been explained in this report.

#### EXHIBIT OF THE INSTITUTION AT CHICAGO.

Pursuant to an invitation given to all the schools for the deaf in the United States and Canada to contribute to a collective exhibit of such schools at the Columbian Exposition, the president of this institution was authorized to prepare and forward to Chicago an exhibit which might give visitors at the Exposition some idea of the buildings, grounds, resources, and workings of our several departments, the expense of which should not exceed \$500.

Through the courtesy of the sculptor, Daniel C. French, a replica in plaster was exhibited of the beautiful statue in bronze of the founder of deaf-mute education in America, which adorns the grounds of this institution.

This work of art, it will be remembered, was presented in 1889 by the deaf mutes of every State and Territory of the Union.

In a description of the collective exhibit, published in the October, 1893, number of the American Annals of the Deaf, the following paragraph appears:

The statue occupying a central position in the exhibit, the pedestal bordering on the boundary line of one of the main aisles running north and south the entire length of the building of manufactures and liberal arts, challenges the eyes of the passers-by, bids him pause, and by the mystery of poetic beauty and artistic touch, stirs something in the heart which rises to the brain and causes him to look at the whole exhibit. This statement is no hyperbole, but plain prose. I have in my possession the written words of one the most cultivated of the journalists of Chicago, who, after a long study of the statue, approached me and said, "It tells such a grand story." On my remarking that I was happy to meet a man who had the poetic insight to read between the lines, he said, "As I stood there the moisture came into my eyes, and as I am a newspaper man, you may perhaps understand what power there must be to move me so."

The exhibit of this institution included a large collection of photographs of the buildings and grounds, groups of officers and students, and interior views, taken by Mr. Raunald Douglas, of Livingston, N. J., a former student of the college; samples of photography, architectural designs, art work in crayon, charcoal, oil, water colors, and pen and ink by present students and pupils; elaborate architectural designs and portraits in pastel and crayon by former students; volumes of reports and catalogues in which our courses of study were fully detailed; a volume of "Buff and Blue," the periodical edited and printed by the college students, and an interesting piece of mechanism invented by Mr. Denison, the principal of our Kendall school, to facilitate the teaching of fractions.

The editor of the *Annals* makes the following comment on the article in his journal describing the collective exhibit:

The writer [who is Mr. Goodman himself] does not mention the best contribution of the national college to the exhibit. This is the daily presence of its graduate, Mr. Lester Goodman, the writer of this article, who is in charge of the collective exhibit, and by his high intelligence, ready courtesy, and facility in communication adds greatly to the interest and pleasure of visitors. The Illinois institution shares with the college the honor of this part of the exhibit, and all the schools for the deaf, whether directly represented in the exhibit or not, have a share in its benefit.

#### CONGRESSES AND MEETINGS AT CHICAGO.

The occasion of the World's Fair and the action of the organization known as the World's Congress Auxiliary led to a number of meetings in the interest of the deaf, all held at Chicago, during the month of July last, in which the officers and graduates of this institution took more or less conspicuous parts.

The world's congress of instructors of the deaf was attended by more than two hundred teachers actively engaged in the work, among whom were delegates from England, Scotland, Ireland, and Canada. Sixty-two papers were read on thirty-five different topics, all on the invitation of a committee of arrangements. Nine of these papers were from officers of this institution and seventeen from graduates of the college, all but one of whom are instructors in the schools of this country and Canada.

The world's congress of the deaf was larger in numbers than that of the instructors, and included delegates from Ireland, France, Germany, Austria, and Sweden. Out of the forty-nine papers presented, fifteen were from graduates and former students of the college.

Among the many subjects of interest to the deaf considered by the congress, the question of methods was discussed, and the following resolution was unanimously adopted:

*Resolved*, That it is the sentiment of this congress that the combined system is the one proper and perfect method of educating the deaf, and that its adoption be recommended to all schools where it is not yet observed.

The mover of the resolution remarked in presenting it, that it had the unanimous approval of the delegates from foreign countries.

When it is known that in this congress of educated deaf persons there were many graduates of oral schools, the unanimity with which the resolution was adopted is significant. The attitude taken on this question by one of the most important meetings of educated deaf mutes ever convened is gratifying to the officers of this institution, for it is here that the combined system was faithfully advocated more than twenty-five years ago as that best adapted to secure the greatest good of the greatest number of the deaf. How generally this system prevails in America will appear when it is stated, as found in the tables of the *American Annals* of the present year that out of 8,622 pupils in attendance 7,620, or more than 88 per cent, were in schools conducted on the combined system.

The American Association to Promote the Teaching of Speech to the Deaf held its third summer meeting in Chicago from the 14th to the 28th of July, at the buildings of the University of Chicago. This institution was represented by six delegates. Owing to the fullness of the programme arranged for the congresses, this association held no formal meetings for the discussion of methods and processes of instruction.

Its action in securing the university as a place where all interested in the education of the deaf could obtain comfortable quarters at moderate expense while visiting the exposition and attending the congresses, was most highly appreciated. And the cordial hospitality of the founder and president of the association, Prof. Alexander Graham Bell, in giving a reception at the university on Saturday, July 22, to the members of all the associations and congresses then meeting in Chicago, will long be remembered most pleasantly by the guests on that occasion.

All of which is respectfully submitted, by order of the board of directors.

EDWARD M. GALLAUDET,  
*President.*

Hon. HOKE SMITH,  
*Secretary of the Interior.*  
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## APPENDIX.

### CATALOGUE OF STUDENTS AND PUPILS

#### IN THE COLLEGE.

##### *From Colorado.*

Paul D. Hubbard.  
Max Kestner.  
Sarah Maria Young.

##### *From Connecticut.*

Harry S. Lewis.

##### *From Delaware.*

Bertha M. Whitelock.

##### *From Georgia.*

Albert H. Sessomns.

##### *From Illinois.*

Benjamin F. Jackson.  
Charles D. Seaton.  
William I. Tilton.  
Clarence A. Murdey.  
Frank E. Sahlberg.  
George B. Whitlocke.  
Robert L. Erd.  
Helena Rose Leyder.

##### *From Indiana.*

Theodore Hoetz.  
John Walsh.  
Alfred H. Robbins.

##### *From Iowa.*

David Ryan.  
Christina Thompson.  
William Miles Wright.  
Arnold Kiene.  
William G. Ashman.  
John H. Brockhagen.  
George H. Cummings.  
Elijah A. Kile.  
Oscar Dnea.  
Lilla E. McGowan.  
Waldo Henry Rothert.

##### *From Kentucky.*

Max Nathan Marcossou.  
David Ware Wilson.  
William E. Dudley.  
Robert Zahn.

##### *From Louisiana.*

Ross E. Nicholson.

##### *From Michigan.*

James M. Stewart.  
Harry L. Stafford.  
Albert J. Eickhoff.

##### *From Minnesota.*

Ralph H. Drought.  
Jay Cooke Howard.  
Herbert C. Merrill.  
Thomas Sheridan.  
James S. Bowen.  
Maria E. Patenaude.  
Peter Miklar Peterson.

##### *From Missouri.*

Hannah Schankweiler.

##### *From Mississippi.*

Hiram T. Wagner.

##### *From Nebraska.*

Louis Andrew Divine.

##### *From New York.*

Phillip H. Brown.  
Bertha Block.  
Mary Martin.  
Nellie C. Price.  
Josephine M. Daly.  
Clarence A. Boxley.

*From New Jersey.*

Minnie G. Mickel.

*From New Mexico.*

Pedro R. Sandoval.

*From North Carolina.*

Ernest Bingham.

*From Ohio.*

Theo. Christian Mueller.  
 Frank S. Brennan.  
 Franklin C. Snielau.  
 William A. Ohlemacher.  
 Clara Runck.

*From Pennsylvania.*

Lily Anabel Bicksler.  
 Harvey D. De Long.  
 Geo. F. Grimm.  
 G. Y. Hosterman.  
 John A. McIlvaine, jr.  
 John Mutchler Kershner.  
 Andrew J. Sullivan.  
 Agatha M. Tiegel.  
 Laura V. Frederick.  
 Mary A. Gorman.

*From Pennsylvania—Continued.*

Harvey W. Peter.  
 William J. Hayes.  
 Emma R. Kershner.  
 May Evelyn Stemple.  
 Geo. E. Fister.  
 Cora M. Reed.

*From Tennessee.*

Alton Odom.  
 Jesse T. Warren.

*From Texas.*

Michael Madden.  
 Robert M. Rives.

*From Wisconsin.*

William H. Cusuek.  
 Richard Wallace Williams.

*From the District of Columbia.*

William H. Bartlett.

*From Canada.*

Alfred Harper Cowan.

## IN THE PRIMARY DEPARTMENT.

*Females.*

Emily Lucile Bennett, District of Columbia.  
 Florence Brown, District of Columbia.  
 Iva Cole, Montana.  
 Annie Couture, Montana.  
 Jennette L. Dailey, District of Columbia.  
 Sarah L. Dailey, District of Columbia.  
 Maggie Dougherty, Delaware.  
 Katharine Fogarty, District of Columbia.  
 Louisa Fischer, Montana.  
 Sarah Fleming, Delaware.  
 Lena Flesher, Montana.  
 Mattie Hurd, Delaware.  
 Nellie Lynch, Delaware.  
 Laura Mayer, Delaware.  
 Mabel Magee, Delaware.  
 Caroline E. Moran, District of Columbia.  
 Gertrude Parker, Delaware.  
 Sarah Antoinette Rogers, South Carolina.  
 Millie Searles, Montana.  
 Gertrude E. Schofield, District of Columbia.  
 Mary Spurry, Delaware.  
 Olive Small, District of Columbia.  
 Carrie Strong, District of Columbia.  
 Bessie Tower, Virginia.  
 Emma A. Vail, District of Columbia.  
 Nettie Whitelock, Delaware.  
 Lillian H. Watts, West Virginia.

*Males.*

Richard J. Allen, England.  
 William Brown, District of Columbia.  
 Howard Breeding, Delaware.  
 Frank Carroll, District of Columbia.  
 Harry H. Carr, District of Columbia.  
 George R. Courtney, District of Columbia.  
 John D. Clark, Delaware.  
 Hugh Dougherty, District of Columbia.  
 J. Clarence Dowell, District of Columbia.  
 Jacob Eskin, District of Columbia.  
 Charles T. Faller, Tennessee.  
 Herbert Hurd, Delaware.  
 Herbert Jump, Delaware.  
 James Kirk, Connecticut.  
 Geo. E. Keyser, District of Columbia.  
 William Lowell, District of Columbia.  
 Simon Mundheim, District of Columbia.  
 Joseph L. Norris, Virginia.  
 Edmund C. Price, Washington State.  
 Rufus F. Parker, Tennessee.  
 Walter B. Rosson, Tennessee.  
 Carl Rhodes, District of Columbia.  
 George Richardson, District of Columbia.  
 Roy J. Stewart, District of Columbia.  
 Arthur Leroy Swarts, Delaware.  
 Richard T. Thomas, District of Columbia.  
 William W. Thomas, New York.  
 Jesse T. Warren, Tennessee.  
 Joseph M. Wertzbonski, Delaware.  
 James Woody, District of Columbia.

*REGULATIONS.*

I. The academic year is divided into three terms, the first beginning on the Thursday before the last Thursday in September and closing on the 24th of December; the second beginning the 2d of January and closing the last of March; the third beginning the 1st of April and closing the Wednesday before the last Wednesday in June.

II. The vacations are from the 24th of December to the 2d of January and from the Wednesday before the last Wednesday in June to the Thursday before the last Thursday in September.

III. There are holidays at Thanksgiving, Washington's birthday, Easter, and Decoration Day.

IV. The pupils may visit their homes during the regular vacations and at the above-named holidays, but at no other time, unless for some special, urgent reason, and then only by permission of the president.

V. The bills for the maintenance and tuition of pupils supported by their friends must be paid semiannually, in advance.

VI. The charge for pay pupils is \$250 each per annum. This sum covers all expenses in the primary department except clothing, and all in the college except clothing and books.

VII. The Government of the United States defrays the expenses of those who reside in the District of Columbia, or whose parents are in the Army or Navy, provided they are unable to pay for their education. To students from the States and Territories who have not the means of defraying all the expenses of the college course the board of directors renders such assistance as circumstances seem to require, as far as the means at its disposal for this object will allow.

VIII. It is expected that the friends of the pupils will provide them with clothing, and it is important that upon entering or returning to the institution they should be supplied with a sufficient amount for an entire year. All clothing should be plainly marked with the owner's name.

IX. All letters concerning pupils or applications for admission should be addressed to the president.

X. The institution is open to visitors during term time on Thursdays only, between the hours of 10 a. m. and 3 p. m. Visitors are admitted to chapel services on Sunday afternoons at a quarter past 3 o'clock.

XI. Congress has made provision for the education, at public expense, of the indigent blind of teachable age belonging to the District of Columbia.

Persons desiring to avail themselves of this provision are required by law to make application to the president of this institution.